

Michigan's State Plan to Ensure Equitable Access to Excellent Educators

PRESENTATION TO THE STATE BOARD OF EDUCATION

MAY 12, 2015

Background and Requirements

- Section 1111(b)(8)(c) of the ESEA (NCLB) requires States to describe “steps that the State educational agency will take to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers”
- USED last required states to submit plans in 2006
- Plan Requirements
 - Stakeholder Engagement
 - Definitions of Key Terms
 - Identification of Equity Gaps
 - Strategies to Eliminate Identified Equity Gaps
 - Evaluation and Reporting of Progress on Equity Gap Closure

Required Definitions

Inexperienced Teacher - teacher holding initial certification (roughly within first three years of teaching)

Unqualified Teacher – teacher not authorized to teach in current setting

Out-of-Field Teacher – teacher not authorized to teach in current assigned content area or grade level

Poor Student – student identified via direct certification, Free/Reduced lunch eligibility, homeless status, or migrant status

Minority Student – any student identified as American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or More Races

Additional Definitions

Student with a Disability (SWD) – any student determined by an individualized education program team or hearing officer to have one or more specified impairments that necessitates special education or related services

Student with Limited English Proficiency (LEP)
– any student whose primary language is not English and who has difficulty speaking, reading, writing, or understanding English

Effective/Excellent Educator – not currently defined

Examination of Data

- Where are gaps in access to excellent educators observable for *poor students, minority students, students with disabilities, and students with limited English proficiency*?
 - *Inexperienced, Out-of-Field, and Unqualified* teachers as proxy variables for *Excellent Educators*
 - Analysis focused at the school level
 - Schools divided into quartiles based on percentage of minority students, poor students, students with disabilities, and students with limited English proficiency
 - Quartiles analyzed and compared based on composition of teaching staff using proxy variables

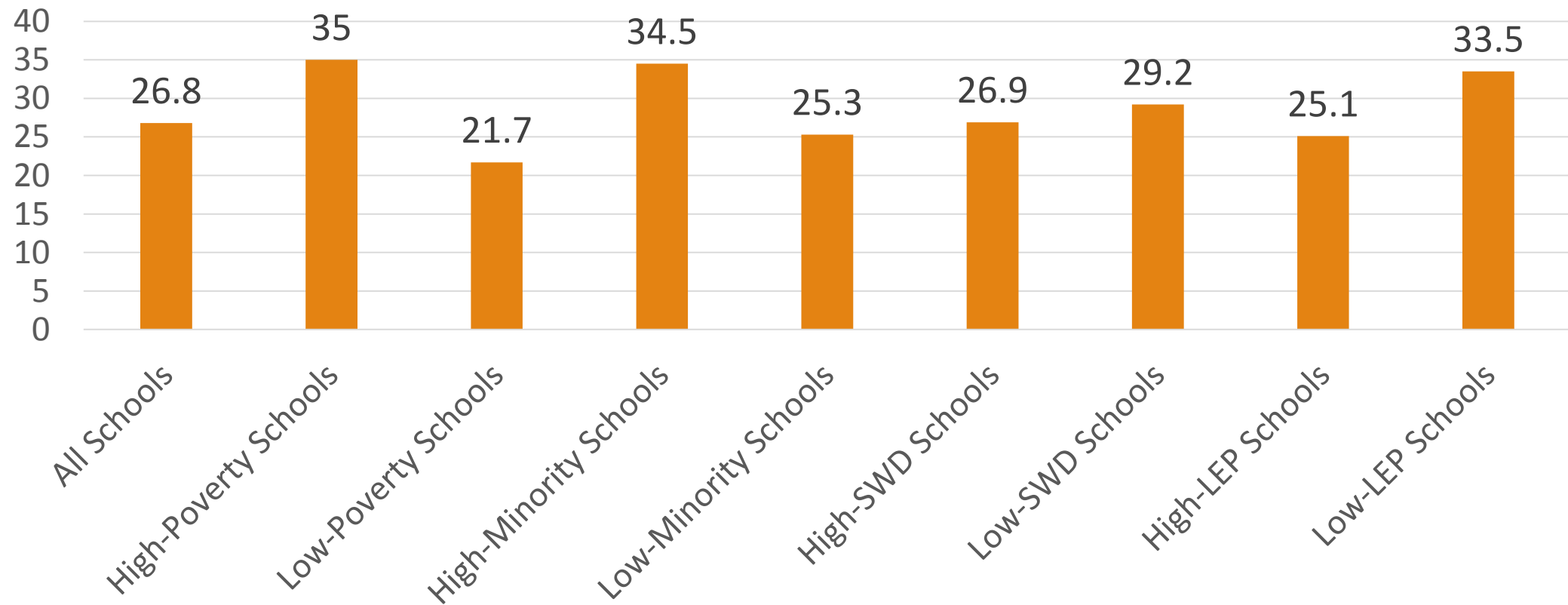
The Data Story

Hypothesis: Observable gaps in access to excellent educators (as measured by proxy variables) will be found in schools with large populations of minority students, poor students, students with disabilities, and students with limited English proficiency.

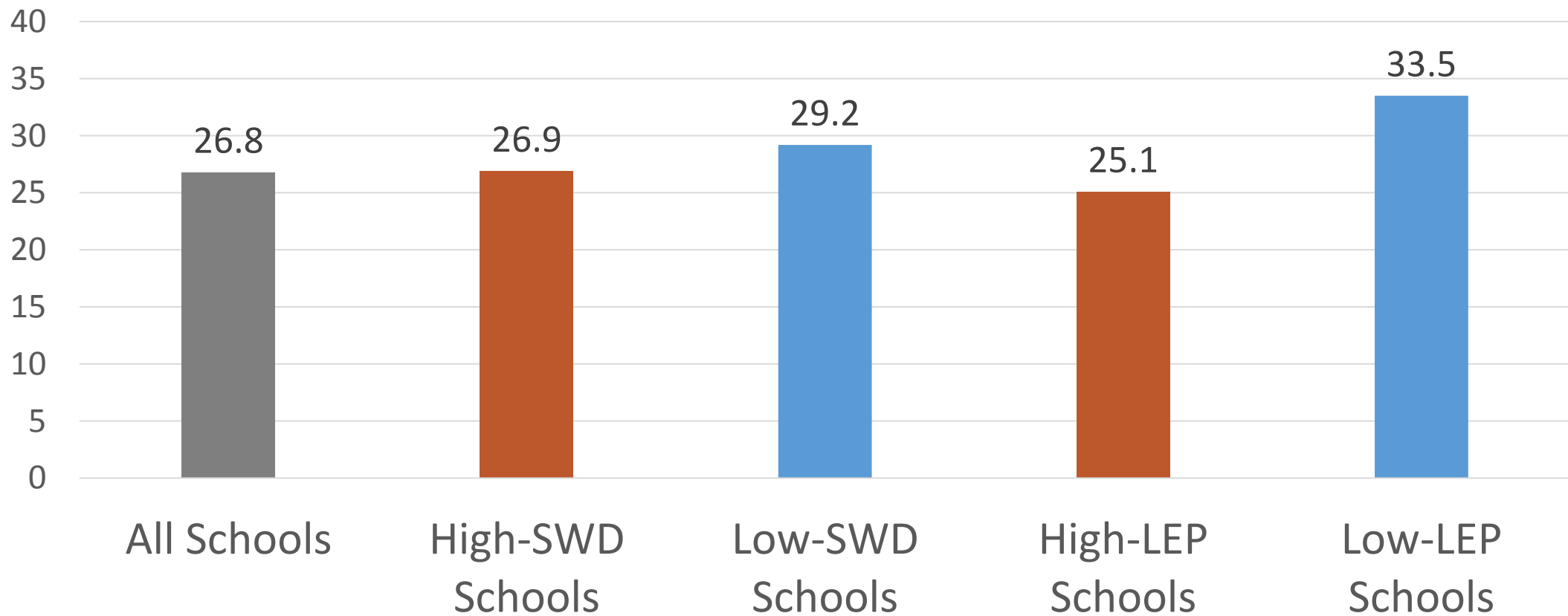
Findings:

1. The overall percentage of both unqualified and out-of-field teachers is small with little variability across types of schools.
2. Significant gaps in access to experienced teachers are observable in schools with large populations of minority students and schools with large populations of poor students
3. Significant gaps in access to experienced teachers are not observable in schools with large populations of students with disabilities and schools with large populations of students with limited English proficiency.

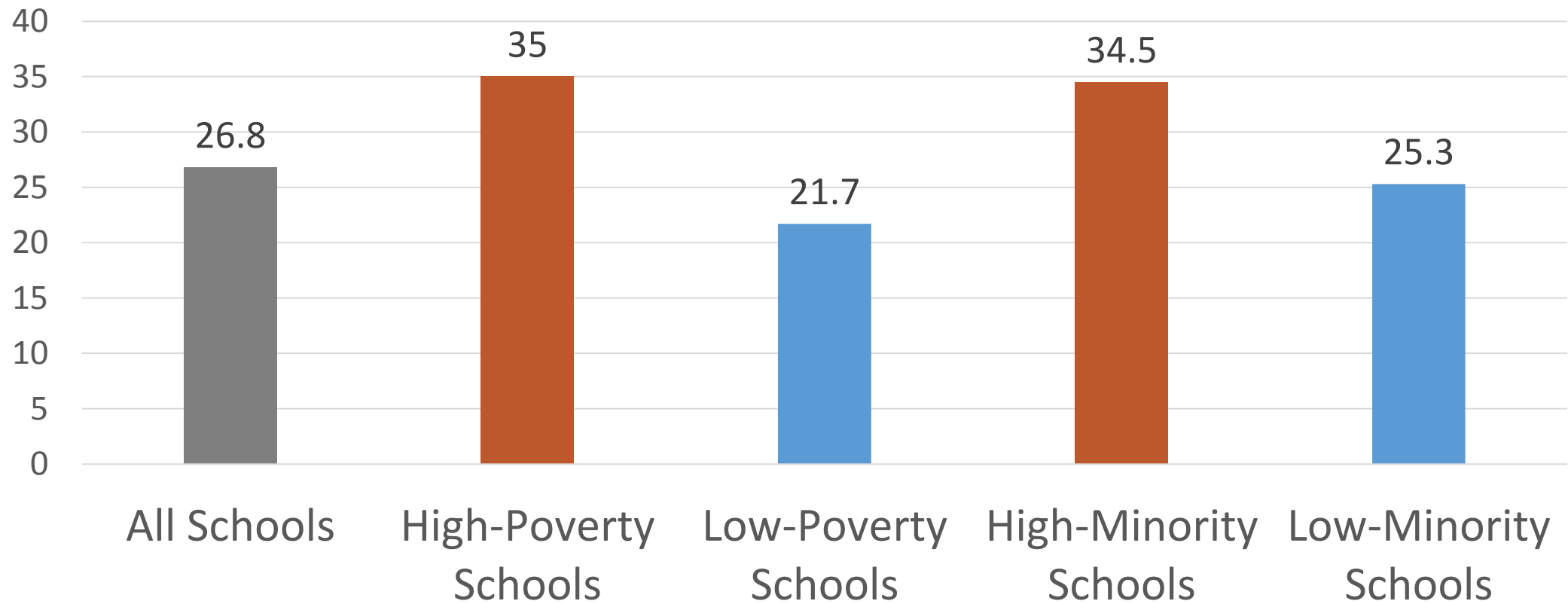
Gaps in Equitable Access to Experienced Teachers



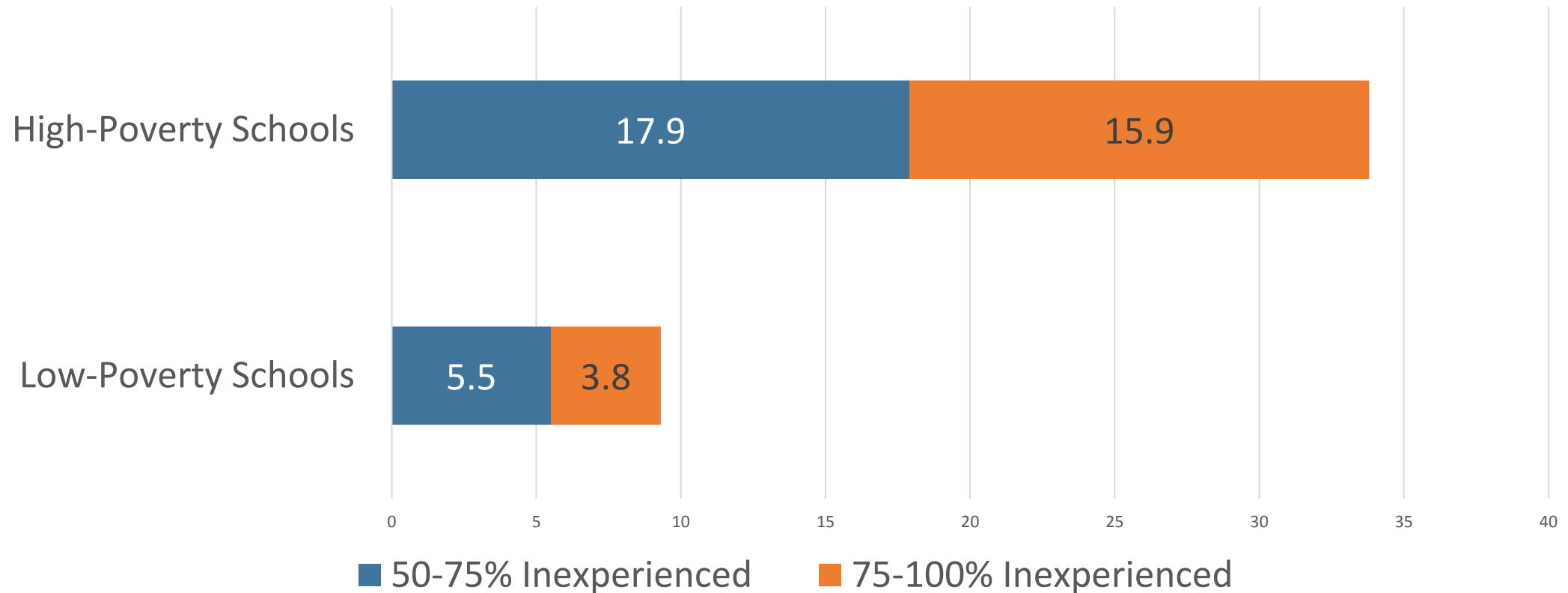
Gaps Not Observable for Students in High-SWD and High-LEP Schools



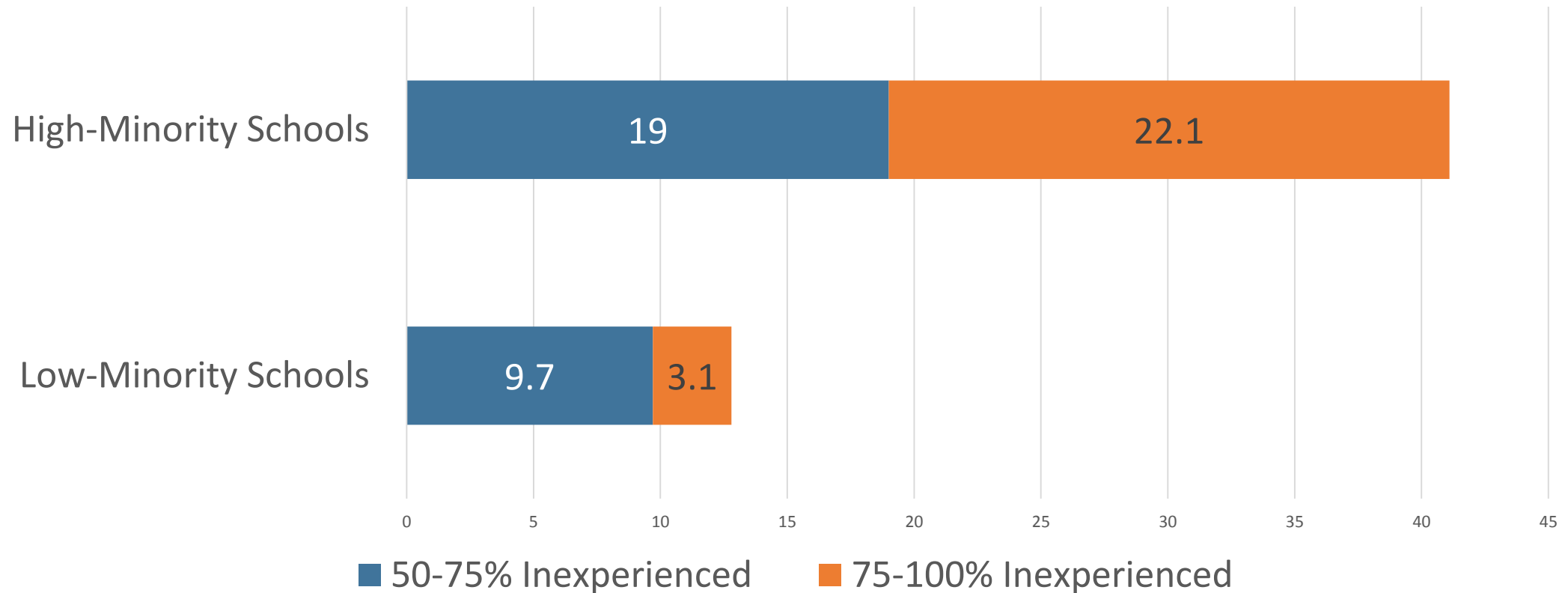
Gaps in Equitable Access for *Poor* and *Minority* Students



Gaps in Equitable Access for *Poor* Students



Gaps in Equitable Access for *Minority* Students



Stakeholder Engagement, Phase I

- 1.5-day structured dialogue with over 30 participants representing over 70 stakeholder perspectives, including State and local boards of education, educator preparation institutions, parents, students, teachers, principals, superintendents, civil rights organizations, community-based organizations, business, and non-profit education advocacy organizations representing various geographic regions
- Development of root-cause analysis: **“What are the barriers within the educational system that contribute to inequitable access to excellent teachers for students who are minority and/or high poverty?”**
- Discuss and generate and recommendations for strategies to address root causes

Michigan's Approach: Theory of Action

If we build an infrastructure that includes representative stakeholder perspectives to identify and examine specific gaps in access to excellent educators, use data to prioritize strategies to close identified gaps, focus resources on effective strategies, and pilot and measure new strategies, then we will achieve equitable access to excellent educators for all students in Michigan.

Michigan's Approach: Build Infrastructure and Capacity

- Strongest root causes focus on systems, capacity, and resource matching
- Proposed Strategies:
 - 1. Formalize a standing Equitable Access Advisory Group**
 - Develop a common vision across stakeholders to set and measure goals to close equity gaps
 - Focus on capacity issues throughout the system
 - Identify and prioritize short-and long-term strategy implementation and review
 - 2. Establish and implement a robust agenda for data analysis to guide actions**
 - Analysis of (in)equitable distribution of school and district leaders
 - Examination of regional and within-school gaps
 - Further analysis of equity gaps for students with disabilities and students with limited English proficiency
 - Prediction tool to anticipate future gaps in equitable access
 - Evaluation and reporting on strategies to close equity gaps

Michigan's Approach: Measure and Support Strategies in Place

- Additional root causes address recruitment, preparation, and support for teachers specifically working in high-needs schools
- Focus resources to measure and support strategies in place:
 - 3. Implement Michigan Teacher Corps**
 - Recruit, prepare, support, and retain teachers and teacher leaders in Priority Schools
 - 4. Implement Teacher Loan Forgiveness Awareness**
 - Implement and assess strategies to increase awareness and recruitment potential of federal loan forgiveness programs
 - 5. Build Internal MDE Capacity**
 - Focus on Pipeline, coordination, and implementation management

Michigan's Approach: Pilot New Strategies

- Additional root causes address recruitment, preparation, and support for teachers specifically working in high-needs schools
- Pilot New Strategies:
 - 6. Develop a Call to Action/Media Campaign**
 - Change the conversation
 - Attract new talent, support and retain existing talent
 - 7. Explore the Establishment of Statewide Educator Jobs Database**
 - Tool for candidates and hiring districts to easily search/match candidates with open positions

Evaluation and Reporting of Progress

Metrics

- Annual evaluation of distribution of experienced teachers
- Specific to strategies; will be developed in first phase of implementation

Reporting

- Annual white paper developed by the Equitable Access Advisory Group
 - Status of equity gaps
 - Status/evaluation of strategies implemented to close equity gaps

Stakeholder Engagement, Phase II

- Focus on feedback to proposed content
- Now through May 29, 2015
- <http://mde-equity.sdd-colab.net/>

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